

JANE EDWARDS ELEMENTARY

1960 Jane Edwards Road
Edisto Island, SC 29438

GRADES PK-8 Middle School

ENROLLMENT 122 Students

PRINCIPAL Melissa Vandewiel 843-559-4171

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	29	14

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Average	Excellent	N/A
2003	Below Average	Below Average	No
2004	Below Average	Good	Yes

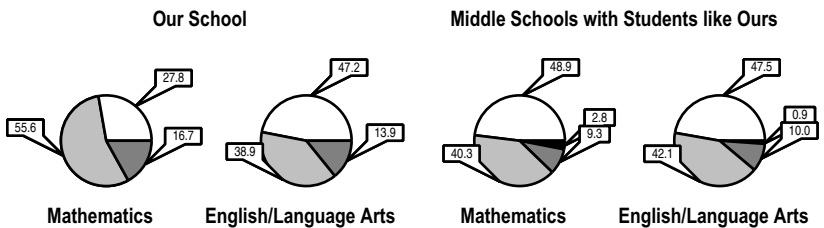
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

81.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	76	100.0	41.1	39.7	19.2	0.0	28.8	Yes	Yes
Gender									
Male	38	100.0	48.6	31.4	20.0	0.0	25.7		
Female	38	100.0	34.2	47.4	18.4	0.0	31.6		
Racial/Ethnic Group									
White	10	100.0	22.2	22.2	55.6	0.0	0.0	I/S	I/S
African-American	61	100.0	45.8	40.7	13.6	0.0	20.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	69	100.0	36.4	43.9	19.7	0.0	30.3		
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	76	100.0	41.1	39.7	19.2	0.0	28.8		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	74	100.0	42.3	38.0	19.7	0.0	28.2		
Socio-Economic Status									
Subsidized meals	61	100.0	43.3	38.3	18.3	0.0	26.7	Yes	Yes
Full-pay meals	15	100.0	30.8	46.2	23.1	0.0	38.5		

Mathematics - State Performance Objective = 15.5%									
All Students	76	100.0	32.9	45.2	19.2	2.7	30.1	Yes	Yes
Gender									
Male	38	100.0	31.4	42.9	25.7	0.0	40.0		
Female	38	100.0	34.2	47.4	13.2	5.3	21.1		
Racial/Ethnic Group									
White	10	100.0	11.1	22.2	55.6	11.1	0.0	I/S	I/S
African American	61	100.0	35.6	50.8	11.9	1.7	22.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	69	100.0	27.3	50.0	19.7	3.0	31.8		
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	76	100.0	32.9	45.2	19.2	2.7	30.1		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	74	100.0	32.4	45.1	19.7	2.8	31.0		
Socio-Economic Status									
Subsidized meals	61	100.0	35.0	45.0	16.7	3.3	26.7	Yes	Yes
Full-pay meals	15	100.0	23.1	46.2	30.8	0.0	46.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	13	100.0	38.5	7.7	46.2	7.7	53.8
	Grade 4	11	100.0	20.0	60.0	20.0	N/A	20.0
	Grade 5	19	100.0	38.9	61.1	N/A	N/A	N/A
	Grade 6	11	100.0	54.5	45.5	N/A	N/A	N/A
	Grade 7	15	93.3	50.0	42.9	7.1	N/A	7.1
	Grade 8	19	100.0	42.1	57.9	N/A	N/A	N/A
2004	Grade 3	11	100.0	36.4	36.4	27.3	N/A	27.3
	Grade 4	15	100.0	46.7	26.7	26.7	N/A	26.7
	Grade 5	12	100.0	16.7	66.7	16.7	N/A	16.7
	Grade 6	17	100.0	58.8	29.4	11.8	N/A	11.8
	Grade 7	12	100.0	41.7	50.0	8.3	N/A	8.3
	Grade 8	9	100.0	N/A	N/A	N/A	N/A	N/A

Mathematics								
2003	Grade 3	13	100.0	23.1	61.5	15.4	N/A	15.4
	Grade 4	11	100.0	10.0	40.0	30.0	20.0	50.0
	Grade 5	19	100.0	33.3	61.1	5.6	N/A	5.6
	Grade 6	11	100.0	45.5	36.4	18.2	N/A	18.2
	Grade 7	15	93.3	57.1	35.7	7.1	N/A	7.1
	Grade 8	19	100.0	36.8	47.4	15.8	N/A	15.8
2004	Grade 3	11	100.0	36.4	45.5	18.2	N/A	18.2
	Grade 4	15	100.0	53.3	26.7	13.3	6.7	20.0
	Grade 5	12	100.0	25.0	33.3	33.3	8.3	41.7
	Grade 6	17	100.0	29.4	52.9	17.6	N/A	17.6
	Grade 7	12	100.0	33.3	50.0	16.7	N/A	16.7
	Grade 8	9	100.0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 122)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	9.5%	14.6%
Retention rate	2.6%	N/A	3.7%	3.0%
Attendance rate	97.6%	Up from 96.3%	95.3%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		9.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		8.8%	5.3%
Eligible for gifted and talented	13.2%	Up from 6.8%	5.9%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.3%	Down from 3.4%	15.1%	13.9%
Older than usual for grade	0.8%	Down from 17.9%	7.1%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 17)				
Teachers with advanced degrees	35.3%	Down from 40.0%	47.1%	48.7%
Continuing contract teachers	58.8%	Down from 60.0%	70.0%	81.7%
Highly qualified teachers**	86.7%	N/A	87.5%	90.4%
Teachers with emergency or provisional certificates	10.0%		13.0%	5.3%
Teachers returning from previous year	60.6%	Up from 51.2%	75.8%	85.1%
Teacher attendance rate	94.4%	Down from 95.1%	94.5%	94.8%
Average teacher salary	\$35,943	Down 0.8%	\$38,638	\$40,566
Prof. development days/teacher	11.1 days	Up from 9.8 days	12.0 days	11.0 days

School				
Principal's years at school	2.0	Up from 1.0	2.0	3.3
Student-teacher ratio in core subjects	11.3 to 1	Down from 12.7 to 1	18.5 to 1	21.3 to 1
Prime instructional time	90.3%	Down from 90.5%	88.1%	89.3%
Dollars spent per pupil*	\$8,023	Up 4.3%	\$6,615	\$5,821
Percent of expenditures for teacher salaries*	59.0%	Up from 51.7%	60.2%	61.8%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	99.0%	No change	83.7%	95.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Jane Edwards Community School continues to make progress during the 2003-04 school year. Our students, staff, parents, and community work closely to implement our School Renewal Plan, recognizing our strengths and overcoming our obstacles.

Jane Edwards Community School strives to excel. We are addressing our challenges with research-based initiatives. Our school is implementing the Accelerated Schools Plus and Edison Schools models to improve our students' achievement. Jane Edwards Community School also partnered with Head Start to offer early learning experiences for 3 year-olds.

Our teachers provide hands-on Mathematics and inquiry-based Science instruction to promote students' critical thinking. We strive to improve achievement in English Language Arts through the implementation of Cunningham's Four Blocks, Reading Recovery, Accelerated Reader, and the Parent-Child Academy. Also, teachers continue to integrate technology into their classrooms.

The strong volunteer program has continued to positively impact our students. Also, our devoted faculty and staff provide motivating and challenging instruction for children.

Our school has certainly seen progress this year. However, we understand that on the road to excellence, we will encounter many obstacles. Together, with our community, we will continue to overcome our challenges and celebrate our successes.

Melissa L. VandeWiel, Principal

Kenny Driggers, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	15	21	13
Percent satisfied with learning environment	100.0%	95.2%	92.3%
Percent satisfied with social and physical environment	100.0%	83.3%	84.6%
Percent satisfied with home-school relations	73.3%	100.0%	76.9%

*Only students at the highest middle school grade level at this school and their parents were included.